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ABSTRACT

A survey designed to ascertain how various school-related groups perceive the school responding to nontraditional situations of nationalistic education is described. Administrators, board of education members, parents, teachers, and students indicated what they thought would and should occur in the school in response to 18 nontraditional situations. For example, one question inquires about what action the school would and should take when a teacher refuses to participate in the morning flag salute. The results indicate that students and teachers perceive that the school should be significantly more open and tolerant than parents, administrators, and board of education members. Public school teachers under age 30, nontenured, and with less than four years experience perceive the schools to be significantly less open than teachers over 30 years old with tenure. Since younger educators seldom hold significantly power positions in a school system, their impact on curriculum will be less than that of older educators. Such obstacles may help to explain the difficulties of implementation of new social studies programs which require open and critical inquiry. (Author/DE)

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PERCEPTIONS AND VARIANCE IN NATIONALISTIC EDUCATION

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PERCEPTIONS AND VARIANCE IN NATIONALISTIC EDUCATION*

David T. Naylor

Traditionally one of the major concerns of the social studies has been that of citizenship education. It continues to be so regarded, particularly by those involved with the public schools. Frequently, however, citizenship is more narrowly perceived as a means of imparting the "right values," of developing a strong, oftentimes unquestioning allegiance to the nation. Such a conception of citizenship education should be more properly regarded as nationalistic instruction.

Nationalistic instruction, designed to instill love and respect for one's country, consists both of the encouragement and cultivation of certain ideas, attitudes and practices considered supportive or pro-national, and the discouragement and prohibition of certain other ideas, attitudes, and practices considered non-supportive or contranational. Such instruction is concerned with studying national history in a sympathetic or "patriotic" manner, respecting national heroes, singing special songs, reading special addresses, and developing an adherence to certain chosen principles.

As attested to by numerous studies, the prevalence of

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nationalistic instruction in the public schools has resulted in the levying of controls over curriculum, materials, and teachers to ensure orthodoxy and dependability in carrying out what the larger society deemed necessary for its children.

Investigations of state legislative control of the curriculum by Flanders (1925), Pierce (1926), Beale (1936), Lehman (1955), Nelson (1968), Sadler (1968) and others document the extent to which legislators have historically sought to indoctrinate with requirements for specific courses to be taught, specific topics to be discussed, and even specific outcomes to be attained.

Documentation of legislation regulating the content of textbooks used in the public schools and the existence of their largely pro-national bias has been amply provided in such analyses as those of Beale (1936), Krug (1960), Noah, Prince and Riggs (1962), Billington (1966) and Massialas (1967). Recent controversies in Georgia, Florida and West Virginia underscore the vitality of this tradition.

Studies dealing with restrictions on and actions taken against public school educators, including the imposition of loyalty oaths, fines and revocation of teaching certification, by Beale (1941), Pierce (1926), and Zeigler (1967), as well as works dealing with the impact of pressure groups upon the school by Beale (1936; 1941), Pierce (1933), Gellerman (1938), Robinson (1962), and Nelson and Roberts (1963) offer additional

testimony. And, the dominance of a pro-national, emotionally-oriented thrust within American public schools is further affirmed in political socialization studies such as those of Hess and Torney (1969), Easton and Dennis (1969) and Greenstein (1969).

Recent developments within the social studies -- collectively comprising the "new social studies" -- call for a different conception of citizenship education. Less concerned with the transmission of traditional, value-laden nationalistic instruction, the "new social studies" seeks a more vigilant, dynamic and inquiring type of citizenship education, often in areas previously considered "closed" to inquiry in the schools.

THE PROBLEM

The contemporary social studies teacher thus faces a dilemma that is both theoretical and pragmatic -- theoretical as to the character of nationalistic education and pragmatic as to the nature of instruction the school will tolerate. To deal with their dilemma, teachers must make judgments about the nature of the school in which the desired curriculum is to be implemented. Yet relatively few studies exist with respect to how public school teachers deal with this dilemma. Harmon Zeigler's observation, "We know something about what students think ought to happen in class, but very little about what teachers think should happen," (Zeigler, 1967, p. 95) is particularly applicable to nationalistic education.

How do elementary and secondary teachers perceive the school responding to efforts which may run contrary to traditionally held nationalistic views or approaches? How do they feel the school should respond? Is the school as they perceive it? Do administrators, members of the board of education, students and parents perceive the school in a like manner? Do school officials, or the community, or the students, or the teachers themselves pose an obstacle(s) to inquiry such as that called for by the "new social studies"? It is this area in which there is a lack of adequate research and this area to which this particular investigation is directed.

HYPOTHESES

I. Hypotheses: Public School Educators

Both Beale (1941, pp. 237-44) and Zeigler (1967, pp. 93-143) have suggested that educators hold views or positions apart from those of the school and are inhibited in their expression of such views. Studies by Lunstrum (1964, pp. 178-86) and McAulay (1969, pp. 326-30) have pointed to teacher reluctance to deal with controversy. Greenstein (1969, pp. 31-5), Hess and Torney (1968, pp. 120-32; 242) and Cleary (1971, pp. 129-39) have suggested that the elementary school is particularly prone to nationalistic instruction. Spindler's speculations about the personal characteristics of educators (Spindler, 1963, pp. 132-47)

and Waller's observations with respect to the institutional characteristics of schools (Waller, 1967, pp. 375-416), further confirm and suggest reasons for the existence of a lack of openness in the school environment. Such documentation, combined with an earlier study by the author (Naylor, 1973), and his eleven years of experience in the public schools, support the notion that the school is inhospitable to open inquiry, particularly in areas involving nationalistic education. They serve as the basis for generation of the following set of hypotheses.

HYPOTHESIS I-A: Public school educators will perceive that the school would act in a significantly less open or tolerant manner than they perceive it should act in situations involving aspects of nationalistic instruction.

HYPOTHESIS I-B: On the basis of position in the school district (i.e., administrator, elementary or secondary school teacher), public school educators will differ significantly in their perceptions of the manner in which the school would act and in perceptions of how the school should act in situations involving aspects of nationalistic instruction.

Hypothesis I-B-1: Elementary and secondary school teachers will perceive that the school would act in a significantly less tolerant manner in these situations than administrators.

Hypothesis I-B-2: Secondary teachers will perceive that the school should act in a significantly more tolerant manner in these situations than elementary teachers and administrators.

HYPOTHESIS I-C: On the basis of experience in education (i.e., 1-3, 4-9, 10-20, and over 20 years of experience), public school educators will differ significantly in their perceptions of the manner in which the school would act and in perceptions of how the school should act in situations involving aspects of nationalistic instruction.

Hypothesis I-C-1: (Educators with less than four years of experience will perceive that the school would act in a significantly less tolerant manner in these situations than educators with ten or more years of experience.

Hypothesis I-C-2: Educators with less than four years of experience will perceive that the school should act in a significantly more tolerant manner in these situations than educators with ten or more years of experience.

HYPOTHESIS I-D: On the basis of tenure, public school educators will differ significantly in their perceptions of the manner in which the school would act and in perceptions of how the school should act in situations involving aspects of nationalistic instruction.

Hypothesis I-D-1: Non-tenured educators will perceive that

the school would act in a significantly less tolerant manner in these situations than educators who are tenured.

Hypothesis I-D-2: Non-tenured educators will perceive that the school should act in a significantly more tolerant manner in these situations than educators who are tenured.

HYPOTHESIS I-E: On the basis of chronological age (i.e., 20-29, 30-39, 40-49, and over 49 years of age), public school educators will differ significantly in their perceptions of the manner in which the school would act and in perceptions of how the school should act in situations involving aspects of nationalistic instruction.

Hypothesis I-E-1: Educators of less than 30 years of age will perceive that the school would act in a significantly less tolerant manner in these situations than educators of 40 or more years of age.

Hypothesis I-E-2: Educators of less than 30 years of age will perceive that the school should act in a significantly more tolerant manner in these situations than educators of 40 or more years of age.

HYPOTHESIS I-F: On the basis of sex, public school educators will not differ significantly in their perceptions of the manner in which the school would act and in perceptions of how the school should act in situations involving aspects of nationalistic instruction.

HYPOTHESIS I-G: On the basis of highest degree held (i.e., Bachelor's, Master's, Master's plus 30 credits), public school educators will not differ significantly in their perceptions of the manner in which the school would act and in perceptions of how the school should act in situations involving aspects of nationalistic instruction.

II. Hypotheses: Significant School-Related Groups

The analyses of Pierce (1926; 1933), Sinclair (1924), Beale (1936; 1941) and Nelson and Roberts (1968) detail the efforts of various groups to influence the schools. Zeigler has provided insightful observations with respect to various sanctioning agents in the school (Zeigler, 1967, pp. 93-143). Spindler's value continuum is based upon the assumption that attacks on the public school are symptomatic of an American culture undergoing transformation and thus at heart a value conflict between a traditional value system and an emergent value system (Spindler, 1963, pp. 132-47). Such studies combined with the author's personal experiences and observations from teaching in the public schools, provide the basis for the following set of hypotheses.

HYPOTHESIS II-A: Members of significant school-related groups will perceive that the school would act in a significantly less open or tolerant manner than they perceive it should act in situations involving aspects of nationalistic instruction,

HYPOTHESIS II-B: On the basis of position or role in the school district (i.e., educator, parent, student, member of the board of education), members of significant school-related groups will differ significantly in their perceptions of the manner in which the school would act and in perceptions of how the school should act in situations involving aspects of nationalistic instruction.

Hypothesis II-B-1: Students will perceive that the school would act in a significantly less tolerant manner in these situations than educators, parents, and members of the board of education.

Hypothesis II-B-2: Students and educators will perceive that the school should act in a significantly more tolerant manner in these situations than parents and members of the board of education.

HYPOTHESIS II-C: On the basis of chronological age (i.e., less than 20, 20-29, 30-39, 40-49, over 49 years of age), members of significant school-related groups will differ significantly in their perceptions of the manner in which the school would act and in perceptions of how the school should act in situations involving aspects of nationalistic instruction.

Hypothesis II-C-1: Members of school-related groups under 30 years of age will perceive that the school would act in a significantly less tolerant manner in these situations than members of school-related groups of 40 or more years of age.

Hypothesis II-C-2: Members of school-related groups under 30 years of age will perceive that the school should act in a significantly more tolerant manner in these situations than members of school-related groups of 40 or more years of age.

HYPOTHESIS II-D: On the basis of sex, members of significant school-related groups will not differ significantly in their perceptions of the manner in which the school would act and in perceptions of how the school should act in situations involving aspects of nationalistic instruction.

PROCEDURE

A situational questionnaire was devised with the intent of ascertaining the perceptions of significant school-related groups in situations involving aspects of nationalistic education. Derived from an extensive survey of the literature, the questionnaire contained eighteen situations involving aspects of nationalistic education in the public schools.

For each of the eighteen situations, two responses were requested. Each respondent was asked first to indicate what he perceived would occur in his school district and then what he perceived should occur in each of the eighteen situations. On a five-point skewed scale (i.e., no zero point), responses ranged in identifiable behavior from that which could be considered less tolerant or closed to that which could be considered

more tolerant or open. Hence, an overall score of eighteen represented an extremely intolerant or closed position whereas a score of ninety represented an extremely tolerant or open position. An example of one of the eighteen situations contained in the instrument is as follows.

A teacher refuses to lead or participate in the morning flag salute in his homeroom. Parental complaints result in an investigation by the principal. When confronted by the principal, the teacher insists that the refusal is a legitimate exercise of his personal rights.

- ___A. In your school system, which of the following would most likely occur?
- ___B. In your opinion, which of the following should occur?

- (1) The teacher is suspended and dismissal charges are filed against him.
- (2) The teacher is given the choice of saluting the flag or facing suspension and possible dismissal charges.
- (3) The teacher is told that he will be carefully observed in the future.
- (4) The teacher is asked to keep his personal views independent of the classroom.
- (5) The teacher's view of his personal rights is upheld and no action is taken against him.

(See Appendix A for a copy of the entire instrument.)

First pre-tested with a selected group of graduate students, the situational questionnaire was then administered in a pilot study involving 258 randomly selected teachers and administrators in four New Jersey, K-12 suburban school districts, the results of which were published in Theory and Research in Social Education (Naylor, 1973).

An analysis of the pilot study data confirmed the usefulness of the instrument and led to its present form following a few minor revisions. The data revealed significant perceptual differences for several variables, including position in the district, length of experience, tenure, and highest degree held, but no significant differences on the basis of school district. Hence, despite the inclusion of public school educators from four independent school districts, each with their own policy-making bodies, no significant differences appeared either in terms of how educators felt their own school district would respond or should respond in these situations.

Encouraged by the pilot study findings which suggested the generalizability of the responses of comparable public school educators in similar K-12 suburban school districts, and, aware of the role played by members of the board of education, parents and students in the public schools, it was decided to conduct an in-depth study within one New Jersey, K-12 suburban school district to permit the inclusion of three other significant school-related groups -- board of education, parents and students -- groups that are frequently neglected in studies of this nature.

Following the identification and selection of the district, the situational questionnaire was administered in late Spring,

1972, to all classroom teachers, administrators (exclusive of the Superintendent of Schools), and members of the board of education. In addition, a random sample of students and parents were also included. Because of the sophisticated reading level and frame of reference required by the instrument, only secondary school students were included in this sample. Randomly selected ninth- and twelfth-grade students were asked to complete the instrument as were randomly selected parents of ninth- and twelfth-grade parents, though no attempt was made to match students with respective parents.

A series of analysis of variance tests, with Scheffé's post hoc test for significant contrasts, were used to analyze all "would" and "should" responses.

A total of 515 (85%) of persons in these groups responded, although only 455 (75%) actually completed the entire instrument.

Table 1 contains the breakdown of responses by respective groups.

Table 1.--Responses to the Questionnaire by Group

Group	Total Sample	Total Response	Total Comp.	Per Cent Comp.
Teachers	189	135	126	67%
Administrators	16	13	12	75%
Students	219	219	214	98%
Parents	177	137	99	56%
Bd. of Education	7	6	4	57%
Total	608	515	455	75%

THE DISTRICT

"Linapto"¹ is a suburban, residential community situated in the north central part of New Jersey. According to 1970 census data, it has a population of nearly 25,000 with a median age of 29.6 years. Of those employed, approximately two-thirds (66%) are engaged in white collar occupations, one-fourth (25%) in blue collar occupations, and approximately one-tenth (9%) in service industries. In 1970, the median family income was slightly more than \$12,500 and the mean family income in excess of \$13,750. Approximately two-thirds of Linapto's residents have completed four years of high school or more; the median educational attainment for persons twenty-five years and older was 12.5 years in 1970.

Headed by an elected seven member board of education, Linapto has a K-12 school system with a school population of approximately 4,000 pupils. On the average, graduates of the Linapto high school who enter two or four year collegiate institutions comprise 65% of the class.

FINDINGS

I. Hypotheses: Public School Educators

Of the first set of hypotheses pertaining to public school educators, the major hypothesis (I-A) was confirmed.

¹To protect anonymity, the pseudonym "Linapto" is used in this study.

The mean of public school educator perceptions of how the school would respond in situations involving aspects of nationalistic instruction ($\bar{x} = 61.28$) was significantly less ($F = 67.56$, significant at .01) than their perceptions of how the school should respond in these situations ($\bar{x} = 71.01$).

Table 2 contains the means and standard deviations for the various independent variables.

Table 2.--Means and Standard Deviations for Various Independent Educator Variables

Group Variable	N	WOULD		SHOULD	
		Mean	S.D.	Mean	S.D.
Position					
Administrator	12	67.33	11.09	65.50	10.10
Elem. Teacher	62	59.24	10.88	71.85	8.28
Secon. Teacher	64	62.11	10.34	71.08	8.77
Exp. in Ed.					
1-3 Years	33	56.82	9.61	74.06	7.94
4-9 Years	38	61.03	10.77	72.66	8.61
10-20 Years	34	64.79	11.87	70.53	7.58
Over 20 Years	32	62.63	9.94	66.09	9.34
Exp. in District					
Non-Tenured	56	58.45	10.28	72.52	8.28
Tenured	81	63.27	10.87	69.84	9.03
Age					
20-29 Years	50	58.26	9.87	73.70	8.01
30-39 Years	22	60.27	12.95	73.73	7.88
40-49 Years	25	62.44	8.55	66.36	9.03
Over 49 Years	40	64.95	11.25	68.80	8.61
Sex					
Male	47	63.45	10.62	67.55	8.35
Female	91	66.32	10.79	72.87	8.33
Highest Degree					
B.A.	79	60.73	10.62	72.34	8.09
M.A.	34	58.32	9.84	70.68	8.74
M.A. + 30	24	67.38	11.10	66.67	10.06

Table 3 provides a summary of analysis of variance tests for the several independent variables.

Table 3.--Summary of Analysis of Variance Tests for Various Independent Educator Variables

Group Variable	Would F Ratio	Should F Ratio
Position in District	3.27*	2.72
Experience in Education	3.37*	5.64*
Experience in District	6.81*	3.12
Chronological Age	3.11*	6.01*
Sex of Respondent	2.63	12.59*
Highest Degree Attained	5.48*	4.01*

*Indicates significant at $p \leq .05$

The results of these tests revealed significant perceptual differences for each of the variables on at least one of the the responses.

When asked to respond to the question, "In your school system, which of the following would most likely occur?", significant differences appeared on the basis of position in the district, length of experience in education, tenure, chronological age and highest degree attained.

The major hypothesis with respect to position in the school district (I-B) was confirmed. The hypothesized differences,

however, were rejected (I-B-1). A Scheffe post hoc test for significant contrasts revealed that while elementary teachers perceived the school would act in a significantly less tolerant manner than administrators, secondary teachers did not.

The major hypothesis pertaining to length of experience in education (I-C) was confirmed, though the the sub-hypothesis (I-C-1) was rejected. Educators with less than four years of experience did perceive that the school would act in a significantly less tolerant manner than educators with from ten to twenty years of experience, but from educators with more than twenty years of experience as had been hypothesized.

On the basis of chronological age, the major hypothesis (I-E) was confirmed though the sub-hypothesis (I-E-1) was rejected. The data evidenced the following trend -- the greater the chronological age, the more open or tolerant the perception of how the school would respond in these situations. Educators of less than thirty years of age perceived the school as significantly less tolerant than educators of fifty or more years of age. The former, however, did not differ significantly in their perceptions of how the school would respond from educators between forty and forty-nine years of age as had been hypothesized.

The hypotheses with respect to the variables, tenure and sex, were confirmed. Nontenured educators perceived that the

school would act in a significantly less tolerant manner in these situations than tenured educators (I-D-1). For the variable, sex of the educator, the null hypothesis (I-F) of no significant differences was confirmed.

For the final variable, highest degree attained, the null hypothesis (I-G) was rejected. Educators with a Bachelor's degree and those with a Master's degree perceived that the school would act in a significantly less tolerant or open manner in situations involving aspects of nationalistic instruction than educators with a Master's degree and thirty additional credit hours.

When asked to respond to the question, "In your opinion, which of the following should occur?", significant differences in perception were observed for four of the six variables.

No significant differences in perception of how the school should respond in these situations on the basis of position in the school district existed as had been hypothesized. Although the mean scores of both elementary and secondary teachers were higher than those of administrators, the differences were not statistically significant at the .05 level.

The major hypothesis pertaining to length of experience in education (I-B) was confirmed, though the sub-hypothesis (I-B-2) was rejected. The following trend was in evidence -- the greater the length of experience in education, the less

tolerant or open the perception of how the school should act in situations involving aspects of nationalistic instruction. Scheffé post hoc test data revealed that educators with less than ten years of experience perceived that the school should act in a significantly more tolerant manner in these situations than educators with more than twenty years of experience. However, educators with between ten and twenty years of experience did not differ significantly from either of the other groups.

The hypothesis that non-tenured educators would perceive that the school should act in a significantly more tolerant manner in these situations than tenured educators was not confirmed. The difference was not significant at the .05 level.

The major hypothesis for the variable, chronological age, was confirmed, though the sub-hypothesis (I-E-2) was rejected. Educators of less than forty years of age perceived the school should act in a significantly more tolerant manner than educators between forty to forty-nine years of age but not, as hypothesized, than educators over forty-nine years of age.

The null hypotheses for the variables, sex of the respondent and highest degree attained, were rejected. Female educators perceived that the school should be significantly more tolerant in these situations than male educators. Educators with a Bachelor's degree perceived that the school should act in a

significantly more tolerant manner than educators with a Master's degree and thirty additional credits. No other differences were in evidence.

II. Hypotheses: Significant School-Related Groups

The second major set of hypotheses involved a comparison of the perceptions of public school educators and other significant school-related groups in the Linapto public school district (i.e., parents, students, and members of the board of education). It should be noted that only seven members comprised the membership of the Linapto board of education and of that number, only four actually completed the entire questionnaire. Caution, therefore, should be taken in the interpretation of the results based on their responses. Nevertheless, because of the inherent value of the perceptions of this group, the response of the four members was included.

The major hypothesis (II-A), that members of significant school-related groups will perceive that the school would act in a significantly less tolerant manner than they perceive it should act in situations involving aspects of nationalistic instruction, was confirmed. The mean response for perceptions of how the school would respond in these situations ($\bar{x} = 58.12$) was significantly less ($F = 205.28$, significant at .01) than the mean response for perceptions of how the school should

respond in these situations ($\bar{x} = 69.18$)

Table 4 contains the means and standard deviations for the various independent variables.

Table 4.--Means and Standard Deviations for Various Independent School-Related Group Variables

Group Variable	N	Would		Should	
		Mean	S.D.	Mean	S.D.
Position - A					
Educator	138	61.28	10.82	70.94	8.78
-Teacher	126	60.78	10.64	71.46	8.51
-Admin.	12	67.33	11.09	65.50	10.10
Bd. of Education	4	64.50	10.77	58.00	16.57
Parent	99	58.82	12.33	61.12	12.15
Student	214	55.59	10.93	71.90	11.47
Position - B					
Educator	138	61.28	10.82	70.94	8.78
Parent	99	58.82	12.33	61.12	12.15
Student	214	55.59	10.93	71.90	11.47
Age ^a					
Under 20 Yrs.	214	55.59	10.93	71.90	11.47
20-29 Yrs.	50	58.26	9.87	73.70	8.01
30-39 Yrs.	29	59.48	13.32	69.72	10.99
40-49 Yrs.	72	60.24	10.69	64.65	10.88
Over 49 Yrs.	84	61.93	12.38	63.82	11.76
Sex ^a					
Male	215	58.81	11.35	67.05	11.90
Female	235	57.43	11.53	70.59	11.78

^aDisparities in total number of respondent included in these categories are attributable to the failure of respondents to indicate appropriate category.

Table 5 provides a summary of analysis of variance tests for the three independent variables.

Table 5.--Summary of Analysis of Variance Tests for Various Independent School Related Group Variables

Group Variable	Would F Ratio	Should F Ratio
Position in District - A	6.89*	19.64*
Position in District - B	11.08*	35.66*
Chronological Age	5.79*	13.27*
Sex of Respondent	1.63	10.05*

*Indicates significance at $p < .05$

The results of the various tests revealed significant differences in perception for each of the variables on at least one of the two responses.

When asked to respond to the question, "In your school system, which of the following would most likely occur?", significant differences appeared on the basis of position or role in the district and chronological age, but not sex of the respondent.

The major hypothesis (II-B) and sub-hypothesis (II-B-1) with respect to position or role in the district were confirmed. Perceptual differences did occur, further analysis revealing

that, as hypothesized, students perceived the school would act in a significantly less tolerant manner in situations involving aspects of nationalistic instruction than educators, parents, or members of the board of education. Still further analysis revealed that students perceived the school would be significantly less tolerant in these situations than either teachers or administrators.

The major hypothesis pertaining to chronological age was also confirmed, though the sub-hypothesis (II-C-1) was rejected. The following trend was discerned -- the greater the respondent's chronological age, the greater the mean response (or the more tolerant or open the perception) of how the school would respond in these situations. Analysis of Scheffé post hoc test data revealed that respondents of less than twenty years of age perceived the school to be significantly less open than respondents of fifty years of age or more. No other differences were significant.

The null hypothesis (II-D) for the variable, sex of the respondent, was confirmed. No significant differences were in evidence.

When asked to respond to the question, "In your opinion, which of the following should occur?", significant perceptual differences were observed for all three of the variables.

The major hypothesis with respect to position or role in the district was confirmed. The sub-hypothesis (II-B-2), that students and educators would perceive the school should act in a significantly more tolerant manner in these situations than parents or members of the board of education, was also confirmed. When educators were divided between teachers and administrators, additional analysis revealed that students perceived the school should act in a significantly more tolerant manner in these situations than administrators, parents or members of the board of education. Administrators did not differ significantly in their perceptions for members of the board of education, parents and teachers.

As hypothesized, the variable, chronological age, did produce perceptual differences among the various school-related persons. The sub-hypothesis (II-C-2), that school-related persons of less than thirty years of age would perceived the school should respond in a more tolerant manner in these situations than school-related persons of forty or more years of age, was confirmed.

The null hypothesis (II-D) for the variable, sex of the respondent, was rejected. As with the analysis of public school educator responses, females perceived the school should respond in a significantly more tolerant manner in such

situations than male respondents.

DISCUSSION

The major hypothesis, that there would be a significant difference in what public school educators perceived would occur and what they perceived should occur in situations involving aspects of nationalistic instruction, was confirmed. However, subsequent analysis revealed that this was true only for teachers, for their mean scores were greater for perceptions of how the school should respond than for perceptions of how the school would respond in such situations. But, the mean response of administrators was slightly lower for perceptions of what should occur in these situations than for perceptions of what would occur. At least for teachers, then, the ones most directly involved in the implementation of the curriculum, these findings suggest that the school is perceived as not being as open or tolerant as it should be.

The findings with respect to other significant school-related groups are of consequence at this point. Students perceived the school as being significantly less open in these situations than they perceived it should be. The finding that for both administrators and members of the board of education -- two groups that play major roles in determining the rules and policies affecting the school curriculum and

the school environment -- the mean response for perceptions of what should occur in such situations was actually lower than the mean response for perceptions of what would occur is of interest.

Of additional interest are the findings that students perceived that the school was significantly less open than did educators and that elementary teachers perceived that the school was significantly less open than administrators. Also, both teachers and students perceived that the school should be significantly more open than parents and members of the board of education. Hence, the two groups most directly involved with curriculum implementation in the classroom -- teachers, the effectors of the curriculum, and students, those affected by the curriculum -- perceived that the school should be significantly more open than either parents and members of the board of education. Thus, it appears that the two groups most directly involved with the curriculum hold views about what the actual nature of the school environment is and what it should be apart from those of important policy-making or policy-influencing groups.

The results of this study suggest support, for the most part, for similar findings in the pilot study (Naylor, 1973) and for the observations of Beale (1941) and Zeigler (1967) that teachers hold views or positions apart from those held by the

school and are inhibited in the expression of such views. The disparity between "would" and "should" responses for these situations indicates that the public school is not particularly hospitable to open inquiry in areas of nationalism and patriotism, certainly not as hospitable as teachers perceive it should be.

The findings lend support to observations, such as those of Lunstrum (1964), Zeigler (1967) and McAulay (1969) with respect to the fear of sanctions, whether real or perceived. Teachers do perceive the school to be more restrictive than it should be and apparently with some justification. The data of this study suggest probable opposition to the attempts of teachers to implement a more open curriculum by three significant school-related groups -- parents, administrators and members of the board of education. If, indeed, one's perception of reality is more important than reality itself, as sociologist W.I. Thomas suggested in his observation, "if men define situations as real, they are real in their consequences," (Thomas in Merton, 1968, p. 475) then one would expect to find the school reflecting more of a closed than an open inquiry approach, at least in the area of nationalistic instruction. That is, one would expect to find the school reflecting more of the "would" perceptions rather than the "should" perceptions, with teachers acting accordingly.

Since teachers are the keys to implementation of any curriculum in the classroom, their perceptions of the school climate are of considerable importance. Thus, the finding that elementary teachers perceived the school to be significantly less open than administrators, particularly since it confirms a similar finding in the earlier pilot study (Naylor, 1973, p. 66), is of importance. It suggests that the elementary school may be less open than the secondary school, less willing to entertain disparate views. Hence, curricula which seek a more critical examination of society at the elementary school level must face the reality of reluctance on the part of elementary school teachers to entertain a critical examination of the status quo in their classrooms, at least as it affects aspects of nationalistic instruction.

The findings with respect to experience in education are also instructive. It appears that public school educators with less experience in education are more likely to perceive the school as being closed than public school educators with more experience in education, a finding similarly observed in the pilot study (Naylor, 1973, p. 69). Educators with less than four years of experience perceived that the school was significantly less open than educators with between ten and twenty years of experience. Non-tenured educators perceived that the

school was significantly less open than tenured educators.

When asked their perceptions of how the school should respond in these situations, the following trend was discerned -- the greater the amount of experience in education, the less tolerant the educator's perception of how the school should respond in situations involving aspects of nationalistic instruction. Educators with less than ten years of experience perceived that the school should be significantly more open than educators with more than twenty years of experience in education. While the mean response of non-tenured educators was greater than that of tenured educators for perceptions of how the school should respond in these situations, the difference was not statistically significant. However, since in New Jersey tenure is acquired after only three years of satisfactory teaching experience within a school district, a number of educators with from four to nine years of experience would most likely be included among tenured educators which may help to explain the lack of significance between the two groups in their perceptions of how the school should respond in these situations.

The finding based on experience in education suggest support for Willard Waller's observation as to the effects of the school environment on public school educators.

Waller observed:

When the teacher has internalized the rules which bind him, he has become truly a teacher....When conformity is the most natural thing for him, and he conforms without thought, the teacher is free, for freedom is only an optical illusion that results from our inability to see the restrictions that surround us.
(Waller, 1967, p. 420)

Chronological age was also an important and instructive variable which revealed significant differences for educators as well as for the other participants in the study. For educators, a trend was apparent in that the greater the chronological age of the educator, the more open his perception of the school environment. Educators of less than thirty years of age perceived the school to be significantly less open than educators of more than forty-nine years of age. The trend was also in evidence for all school-related groups. Respondents of less than twenty years of age perceived that the school would be significantly less open than respondents of more than forty-nine years of age.

These results are important. They strongly suggest that chronological age influences one's perceptions of what the school is and what the school should be. They also lend support to Spindler's suggestion that attacks on the public school are essentially value conflicts between a traditional value system and an emergent value system, between the value system of an

older generation and the value system of a younger generation.

The findings of this study reveal that younger educators seem to perceive the school environment as less tolerant and less open than older educators while at the same time perceiving that the school should be more open, more tolerant. Since younger educators seldom hold significant power positions in a school system (e.g., principal, curriculum director, department chairman, etc.), their impact on the curriculum (i.e., what the curriculum should be) will be less than that of older educators, including those whose influence is heightened by reputation and/or length of time in the system. Such factors may help to explain the great difficulty that many large social studies faculties have in agreeing on a common curriculum or approach, particularly those curricula and approaches which foster "value-free," or open inquiry, at least in areas involving aspects of nationalistic instruction.

This study has attempted to provide further insight into the perceptions of public school educators, as well as significant school-related groups in terms of what they perceive is the nature of schools and what the nature of schools should be, particularly as those perceptions relate to inquiry in areas involving nationalistic instruction. If, as Donald Oliver and James Shaver have contended, students are to be "allowed wide

latitude in developing their own standards and tastes -- i.e., their own definitions of human dignity" rather than be forced to accept "some agreed-upon substantive definition of right," (Oliver and Shaver, 1966, p. 13) they must be able to freely inquire into topics and situations as basic as those of nationalism and patriotism. However, the findings of this study suggest some of the obstacles that confront attempts to implement such a curriculum based on the "new social studies." For if "the new social studies" is unable to engage in open, critical inquiry in areas so fundamental to social studies education, then much of the theories, goals, methodology, and materials of the "new social studies" are reduced to mere rhetoric with little substance and the prevalence of traditional nationalistic instruction will remain, continuing the paradox of the existence of closed areas within a free society.

APPENDIX

The Situational Questionnaire -- Condensed Version

1. During a class discussion a teacher suggests that Dwight D. Eisenhower was not a great American but really a "tool" of communist party. A group of angry parents brings charges of disloyalty against the teacher and demands that he be dismissed.

___A. In your school system, which of the following would most likely occur?

___B. In your opinion, which of the following should occur?

- (1) The teacher is suspended and dismissal charges are filed against him.
- (2) The teacher is told that a repetition of such statements will result in suspension and possible dismissal charges.
- (3) The teacher is told that he will be carefully observed in the future.
- (4) The teacher is asked to keep his personal views independent of the classroom.
- (5) The teacher's right to suggest this is recognized and no action is taken against him.

2. A teacher writes a letter to the editor of the local newspaper endorsing a Socialist Labor Party candidate for governor. Several parents petition the board of education for the teacher's dismissal.

___A. ...which...would most likely occur?

___B. ...which...should occur?

- (1) The teacher is suspended and dismissal charges are filed....
- (2) The teacher is told to refrain...in the future or face suspension and possible dismissal charges.
- (3) The teacher...will be carefully observed in the future.
- (4) The teacher is asked to keep his personal views independent....
- (5) The teacher's right to endorse...is affirmed and no action is taken....

3. A teacher wears a large button on his coat lapel emblazoned with the words, "America -- Love It or Leave It." A local group protests the wearing of such a button in the schools. When asked to stop wearing the button, the teacher refuses.

- ___A. ...which...would most likely occur?
 ___B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...remove the button or face suspension and possible...charges.
- (3) ...permitted to wear the button but, told ...will be carefully observed in the future.
- (4) ...permitted to wear the button but...keep...views independent of the classroom.
- (5) ...right to wear the button is upheld and no action is taken....

4. A teacher refuses to lead or participate in the morning flag salute in his homeroom. Parental complaints result in an investigation by the principal. When confronted by the principal, the teacher insists that the refusal is a legitimate exercise of his personal rights.

- ___A. ...which...would most likely occur?
 ___B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...given choice of saluting...or facing suspension and possible dismissal charges.
- (3) ...told...will be carefully observed in the future.
- (4) ...asked to keep personal views independent of classroom.
- (5) ...view of personal rights is upheld and no action is taken....

5. A local peace group requests the board of education to set aside one school day for an examination of the Vietnam war, the day to coincide with an announced national moratorium day. The group seeks a day involving prominent speakers, teachers, and students participating in a variety of activities. (REVERSED SCORED)

- ___A. ...which...would most likely occur?
 ___B. ...which...should occur?

- (1) The board...agrees to such a day-long program.
- (2) The board...decides to have a one-period assembly program in each of the schools for that purpose.
- (3) The board...requires all social studies classes on that day to deal with an examination of the Vietnam war.
- (4) The board...urges, but does not require, all social studies classes on that day to deal with an examination of the Vietnam war.
- (5) Such a program is rejected by the board of education.

6. A teacher agrees to join with a local group on weekends in providing young men with information advising them of their rights and legal ways to avoid the draft. A group of citizens demands that this teacher no longer be permitted to teach in the schools.

- ☐ A. ...which...would most likely occur?
☐ B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...told to cease such activities or face suspension and possible dismissal charges.
- (3) ...told ...will be carefully observed in the future.
- (4) ...asked to keep his personal views independent of...classroom.
- (5) ...right to engage in these activities is upheld...no action....

7. In a unit on the Civil War, a social studies teacher assigns students reading in Herbert Aptheker's American Negro Slave Revolts. Several parents complain that Aptheker's leadership in the American Communist Party makes such a work unsuitable for classroom use and call for the teacher's dismissal.

- ☐ A. ...which...would most likely occur?
☐ B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...told to refrain from such an assignment in the future or face suspension and possible dismissal charges.
- (3) ...told that he will be carefully observed in the future.
- (4) ...asked to keep ...personal views independent of the classroom.
- (5) ...right to assign this book is upheld and no action is taken....

8. During a presidential election year, a teacher wears a lapel pin supporting the Democratic candidate for the presidency. The local Republican club protests the wearing of the pin in the schools. When asked by the principal to stop wearing the pin, the teacher refuses.

- ☐ A. ...which...would most likely occur?
☐ B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...remove the button or face suspension and...dismissal charges.
- (3) ...wear the pin but told...will be carefully observed....
- (4) ...wear the pin but asked to keep...views independent of the classroom.
- (5) ...right to wear the pin is upheld and no action is taken...

9. A local teacher becomes active in the World Federalists, speaking to various groups throughout the state about the value of internationalism and the evils of nationalism. Several parents charge that the teacher is anti-American for his views destroy the idea of "love of country," and hence, he should not be permitted to teach in the schools.

- A. ...which...would most likely occur?
 B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...given the choice of resigning...or facing suspension and possible dismissal charges.
- (3) ...told he will be carefully observed in the future.
- (4) ...keep his personal views independent of the classroom.
- (5) ...right to belong...is upheld and no action is taken....

10. In the course of the school year a teacher has suggested that George Washington fathered several illegitimate children, that Abraham Lincoln was not really interested in ending slavery, and the Ulysses Grant was an incompetent drunkard. Several parents complain that such information derogates these American Presidents and should not be permitted.

- A. ...which...would most likely occur?
 B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...told a repetition of such statements will result in suspension and possible dismissal charges.
- (3) ...told...will be carefully observed in the future.
- (4) ...asked to keep...personal views independent of the classroom.
- (5) ...right to suggest this information is recognized...no action....

11. In a lesson on the significance of political symbols, a teacher burns first a piece of cloth and then an American flag. Several parents protest, demanding the teacher's dismissal.

- A. ...which...would most likely occur?
 B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...told a repetition...will result in suspension and...charges.
- (3) ...told...will be carefully observed in the future.
- (4) ...asked to use greater discretion in the future.
- (5) ...right to burn the flag in this context is upheld...no action....

12. A local group requests the board of education to set aside one school day as "Honor America Day," the day to coincide with an announced national "Honor America Day." The group seeks a day involving prominent speakers, teachers, and students in a variety of activities. (REVERSED SCORED)

☐ A. ...which...would most likely occur?

☐ B. ...which...should occur?

- (1) The board...agrees to such a day-long program.
- (2) The board...decides to have a one-period assembly....
- (3) The board requires all social studies classes on that day to provide appropriate activities.
- (4) The board...urges, but does not require, all social studies classes on that day to provide appropriate activities.
- (5) Such a program is rejected by the board of education.

13. A local group complains to the board of education that one of the teachers in their school system is a member of the Communist party. When confronted with this charge, the teacher admits that he is a member of the American Communist Party.

☐ A. ...which...would most likely occur?

☐ B.which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...told to resign his membership in the Communist Party or face suspension and possible dismissal charges.
- (3) ...told...will be carefully observed in the future.
- (4) ...asked to keep his personal views independent....
- (5) ...right to belong...is upheld and no action is taken....

14. In a course in American politics, a teacher assigns students reading in The Blue Book by Robert Welch, founder of the John Birch Society. A group of parents complains that such a book is unsuitable for classroom use and call for the teacher's dismissal.

☐ A. ...which...would most likely occur?

☐ B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...told to refrain from such an assignment in the future or face suspension and possible dismissal charges.
- (3) ...told he will be carefully observed in the future.
- (4) ...asked to keep his personal views independent....
- (5) ...right to assign this book is upheld and no action is taken....

15. A teacher refuses to participate in the school's annual Veteran's Day assembly program. He argues that such an assembly program is inappropriate for the school for it condones and glorifies war.

- ☐ A. ...which...would most likely occur?
☐ B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...told to participate in the assembly or face suspension and....
- (3) ...told that he will be carefully observed in the future.
- (4) ...asked to keep his personal views independent of the classroom.
- (5) ...right to refuse to participate in the assembly is upheld....

16. It is reported in the local newspaper that a teacher has recently been named to a state leadership position in the Daughters of the American Revolution. Several parents object to having a leader of this organization teaching in the schools and ask that she be dismissed.

- ☐ A. ...which...would most likely occur?
☐ B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...told to resign from this organization or face suspension and....
- (3) ...told that she will be carefully observed in the future.
- (4) ...asked to keep her personal views independent of the classroom.
- (5) ...right to belong to and hold such a position...is upheld....

17. A teacher is observed wearing a large button with the words "Stop American Imperialism in Vietnam". A number of parents object to the teacher wearing this button in the schools. When asked to remove the button, the teacher refuses.

- ☐ A. ...which...would most likely occur?
☐ B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...told to remove the button or face suspension and....
- (3) ...told that he will be carefully observed in the future.
- (4) ...permitted to wear the button but asked to keep his personal views independent of the classroom.
- (5) ...right to wear the button is upheld and no action is taken....

18. During a discussion of the Vietnam War, a teacher states that he favors a victory by the Viet Cong. Several parents, joined by members of local patriotic groups, demand that the teacher be dismissed.

- A. ...which...would most likely occur?
 B. ...which...should occur?

- (1) ...suspended and dismissal charges are filed....
- (2) ...told that a repetition of such statements will result in suspension and possible dismissal charges.
- (3) ...told that he will be carefully observed in the future.
- (4) ...asked to keep ...views independent of the classroom.
- (5) ...right to suggest this is recognized and no action....

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